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# **NSSE 2019 Topical Module Report Development of Transferable Skills**

Miami University-Hamilton

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### About This Topical Module

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry). The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. Complementary FSSE set available.

### Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Transferable Skills' column of this report.

Group label	Transferable Skills
Date submitted	Not applicable; comparison group not customized.
How was this comparison group constructed?	Your institution did not customize this comparison group; the default group (all module participants) was used.
Group description	Default comparison group

### Transferable Skills (N=64)

Agnes Scott College (Decatur, GA)	Murray State University (Murray, KY)*
American InterContinental University-Online (Schaumburg, IL)	Nichols College (Dudley, MA)*
ASU Online (Scottsdale, AZ)	North Carolina Central University (Durham, NC)*
Austin Peay State University (Clarksville, TN)	Northern Arizona University (Flagstaff, AZ)*
Bellevue University (Bellevue, NE)	Purdue University Global (Davenport, IA)
Bentley University (Waltham, MA)	Quest University Canada (Squamish, BC)
Brenau University (Gainesville, GA)*	Reinhardt University (Waleska, GA)
Cameron University (Lawton, OK)	Roanoke College (Salem, VA)*
Carson-Newman University (Jefferson City, TN)	Saint Francis Medical Center College of Nursing (Peoria, IL)
Catawba College (Salisbury, NC)	Savannah College of Art and Design (Savannah, GA)
Clemson University (Clemson, SC)*	Southeast Missouri State University (Cape Girardeau, MO)*
Columbia College (Columbia, MO)	Southwestern Assemblies of God University (Waxahachie, TX)*
Covenant College (Lookout Mountain, GA)*	Tennessee Technological University (Cookeville, TN)
CUNY Hunter College (New York, NY)	Truman State University (Kirksville, MO)
Drury University (Springfield, MO)*	Tyndale University College (Toronto, ON)
Eastern Connecticut State University (Willimantic, CT)	Union College (Barbourville, KY)
Emmanuel College (Boston, MA)*	Union College (NE) (Lincoln, NE)
Ferris State University (Big Rapids, MI)*	Universidad Adventista de las Antillas (Mayaguez, PR)
Florida International University (Miami, FL)*	University of Houston-Clear Lake (Houston, TX)
Goucher College (Baltimore, MD)*	University of Illinois Springfield (Springfield, IL)*
Harrisburg University of Science and Technology (Harrisburg, PA)	University of Missouri-Kansas City (Kansas City, MO)
Lakehead University (Thunder Bay, ON)	University of Nebraska at Omaha (Omaha, NE)
Liberty University (Lynchburg, VA)	University of New England (Biddeford, ME)*
Lourdes University (Sylvania, OH)*	University of New Hampshire at Manchester (Manchester, NH)
Lynn University (Boca Raton, FL)*	University of Phoenix - Arizona/ONLINE (Tempe, AZ)
Lyon College (Batesville, AR)	University of Pittsburgh-Bradford (Bradford, PA)*
Miami University-Middletown (Middletown, OH)	University of Providence (Great Falls, MT)*
Missouri State University (Springfield, MO)	University of Southern Indiana (Evansville, IN)
Monmouth University (West Long Branch, NJ)*	University of the Cumberland (Williamsburg, KY)
Mount St. Mary's University (Emmitsburg, MD)	Utah Valley University (Orem, UT)*

**Transferable Skills (N=64), continued**

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- Utica College (Utica, NY)\*
- Washington Adventist University (Takoma Park, MD)
- Wesleyan College, Macon, Georgia (Macon, GA)
- Wilkes University (Wilkes-Barre, PA)

\*2018 participant

# NSSE 2019 Development of Transferable Skills

## Frequencies and Statistical Comparisons

### Miami University-Hamilton

#### First-Year Students

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Miami-Hamilton		Transferable Skills		Miami-Hamilton	Transferable Skills	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, whether course-related or not, about how often have you done the following?</b>										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	32	21	1,949	16	<b>2.4</b>	2.5	-.12
		2	Sometimes	54	36	4,718	39			
		3	Often	41	29	3,527	28			
		4	Very often	23	14	2,193	18			
		Total		150	100	12,387	100			
b. Made a speech to a group	TRN01b	1	Never	60	38	3,741	34	<b>1.9</b>	2.1	-.16
		2	Sometimes	56	38	4,648	35			
		3	Often	25	18	2,679	20			
		4	Very often	9	6	1,325	10			
		Total		150	100	12,393	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	10	7	1,128	10	<b>2.7</b>	2.7	.06
		2	Sometimes	48	34	4,259	34			
		3	Often	58	38	4,468	34			
		4	Very often	33	21	2,535	21			
		Total		149	100	12,390	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	24	17	1,844	15	<b>2.4</b>	2.4	-.08
		2	Sometimes	64	43	4,950	40			
		3	Often	40	28	3,840	30			
		4	Very often	20	13	1,746	15			
		Total		148	100	12,380	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	11	8	656	6	<b>2.6</b>	2.8 **	-.22
		2	Sometimes	54	36	4,003	32			
		3	Often	60	40	4,919	38			
		4	Very often	25	15	2,809	24			
		Total		150	100	12,387	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	15	12	653	5	<b>2.5</b>	2.8 *** ▼	-.37
		2	Sometimes	60	40	4,071	32			
		3	Often	53	35	5,036	39			
		4	Very often	22	13	2,621	23			
		Total		150	100	12,381	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	16	12	1,002	8	<b>2.5</b>	2.7 **	-.24
		2	Sometimes	60	41	4,467	36			
		3	Often	54	35	4,591	36			
		4	Very often	20	12	2,316	20			
		Total		150	100	12,376	100			

# NSSE 2019 Development of Transferable Skills

## Frequencies and Statistical Comparisons

### Miami University-Hamilton

## First-Year Students

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Miami-Hamilton		Transferable Skills		Miami-Hamilton	Transferable Skills	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:</b>										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	10	7	414	3	<b>3.0</b>	3.1	-.04
		2	Sometimes	30	20	2,954	24			
		3	Often	53	37	4,805	38			
		4	Very often	56	36	4,197	35			
		Total		149	100	12,370	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	25	17	1,534	13	<b>2.5</b>	2.6	-.09
		2	Sometimes	52	35	4,346	34			
		3	Often	40	27	4,077	32			
		4	Very often	32	21	2,375	21			
		Total		149	100	12,332	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	18	12	1,168	9	<b>2.6</b>	2.7	-.08
		2	Sometimes	53	35	4,343	35			
		3	Often	50	34	4,365	35			
		4	Very often	29	20	2,462	21			
		Total		150	100	12,338	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	15	10	811	7	<b>2.6</b>	2.7	-.14
		2	Sometimes	54	37	4,418	36			
		3	Often	55	35	4,568	35			
		4	Very often	26	18	2,540	22			
		Total		150	100	12,337	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

# NSSE 2019 Development of Transferable Skills

## Frequencies and Statistical Comparisons

### Miami University-Hamilton

## Seniors

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Miami-Hamilton		Transferable Skills		Miami-Hamilton	Transferable Skills	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>1. During the current school year, whether course-related or not, about how often have you done the following?</b>										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	12	16	3,276	15	<b>2.5</b>	2.6	-.06
		2	Sometimes	32	36	7,963	35			
		3	Often	22	31	6,652	28			
		4	Very often	14	17	4,820	21			
		Total		80	100	22,711	100			
b. Made a speech to a group	TRN01b	1	Never	15	18	6,416	30	<b>2.4</b>	2.2 *	.23
		2	Sometimes	26	34	8,275	36			
		3	Often	31	38	4,832	20			
		4	Very often	8	11	3,214	14			
		Total		80	100	22,737	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	1	1	1,872	8	<b>2.9</b>	2.8	.08
		2	Sometimes	28	35	7,022	30			
		3	Often	28	37	7,985	35			
		4	Very often	22	27	5,842	27			
		Total		79	100	22,721	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	7	8	2,588	12	<b>2.8</b>	2.6	.17
		2	Sometimes	27	34	7,733	34			
		3	Often	24	29	7,697	33			
		4	Very often	22	29	4,707	21			
		Total		80	100	22,725	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	2	3	903	5	<b>3.1</b>	3.0	.15
		2	Sometimes	17	20	5,437	24			
		3	Often	33	41	9,376	40			
		4	Very often	28	36	6,993	31			
		Total		80	100	22,709	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	2	3	844	4	<b>3.0</b>	3.0	.04
		2	Sometimes	20	24	5,433	24			
		3	Often	33	41	9,424	41			
		4	Very often	25	32	7,016	31			
		Total		80	100	22,717	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	5	6	1,419	7	<b>3.0</b>	2.9	.08
		2	Sometimes	17	20	6,122	27			
		3	Often	36	45	8,826	38			
		4	Very often	22	28	6,326	28			
		Total		80	100	22,693	100			

# NSSE 2019 Development of Transferable Skills

## Frequencies and Statistical Comparisons

### Miami University-Hamilton

## Seniors

				Frequency Distributions <sup>a</sup>				Statistical Comparisons <sup>b</sup>		
				Miami-Hamilton		Transferable Skills		Miami-Hamilton	Transferable Skills	Effect size <sup>d</sup>
Item wording or description	Variable name	Values <sup>c</sup>	Response options	Count	%	Count	%	Mean	Mean	
<b>2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:</b>										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	4	4	746	4	<b>3.2</b>	3.2	.01
		2	Sometimes	12	14	3,797	17			
		3	Often	27	34	7,156	31			
		4	Very often	37	47	10,989	48			
		Total		80	100	22,688	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	10	11	2,444	12	<b>2.7</b>	2.8	-.04
		2	Sometimes	24	30	6,455	29			
		3	Often	25	34	6,976	30			
		4	Very often	21	25	6,756	29			
		Total		80	100	22,631	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	6	7	1,673	8	<b>2.9</b>	2.9	.05
		2	Sometimes	21	27	6,310	28			
		3	Often	28	35	7,595	33			
		4	Very often	24	32	7,057	31			
		Total		79	100	22,635	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	1	1	1,429	7	<b>3.0</b>	2.9	.10
		2	Sometimes	25	29	6,677	29			
		3	Often	32	42	8,238	36			
		4	Very often	22	27	6,319	28			
		Total		80	100	22,663	100			

\*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.



# NSSE 2019 Development of Transferable Skills

## Detailed Statistics<sup>e</sup>

### Miami University-Hamilton

#### First-Year Students

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Miami-Hamilton	Miami-Hamilton	Transferable Skills	Miami-Hamilton	Transferable Skills	Miami-Hamilton	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	146	2.35	2.47	.080	.009	0.97	0.96	11,482	.149	-.12
TRN01b	146	1.91	2.06	.073	.009	0.89	0.98	11,490	.060	-.16
TRN01c	145	2.72	2.67	.073	.009	0.88	0.93	11,489	.486	.06
TRN01d	145	2.36	2.44	.076	.009	0.91	0.92	11,463	.334	-.08
TRN01e	146	2.63	2.81	.070	.008	0.84	0.87	11,490	.010	-.22
TRN01f	146	2.50	2.81	.072	.008	0.87	0.86	11,483	.000	-.37
TRN01g	146	2.46	2.67	.071	.008	0.86	0.89	11,474	.004	-.24
TRN02a	145	3.02	3.05	.076	.008	0.92	0.85	11,468	.622	-.04
TRN02b	145	2.52	2.61	.083	.009	1.00	0.96	11,441	.258	-.09
TRN02c	146	2.61	2.68	.077	.009	0.93	0.91	11,443	.362	-.08
TRN02d	146	2.61	2.74	.074	.008	0.89	0.88	11,444	.091	-.14

# NSSE 2019 Development of Transferable Skills

## Detailed Statistics<sup>e</sup>

### Miami University-Hamilton

## Seniors

Variable name	N	Mean		Standard error <sup>f</sup>		Standard deviation <sup>g</sup>		DF <sup>h</sup>	Sig. <sup>i</sup>	Effect size <sup>d</sup>
	Miami-Hamilton	Miami-Hamilton	Transferable Skills	Miami-Hamilton	Transferable Skills	Miami-Hamilton	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	79	2.50	2.55	.108	.007	0.96	0.99	19,518	.609	-.06
TRN01b	79	2.41	2.17	.102	.007	0.91	1.01	19,534	.041	.23
TRN01c	78	2.89	2.81	.092	.007	0.82	0.93	19,526	.457	.08
TRN01d	79	2.78	2.62	.108	.007	0.96	0.95	19,523	.136	.17
TRN01e	79	3.11	2.98	.092	.006	0.82	0.86	19,518	.195	.15
TRN01f	79	3.03	2.99	.093	.006	0.83	0.85	19,526	.731	.04
TRN01g	79	2.95	2.88	.097	.006	0.86	0.90	19,496	.487	.08
TRN02a	79	3.24	3.23	.097	.006	0.86	0.86	19,481	.918	.01
TRN02b	79	2.73	2.77	.109	.007	0.97	1.00	19,436	.711	-.04
TRN02c	78	2.91	2.87	.105	.007	0.93	0.94	19,451	.690	.05
TRN02d	79	2.95	2.86	.089	.007	0.79	0.91	79	.291	.10

## Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent  $t$ -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent  $t$ -tests uses Cohen's  $d$ ;  $z$ -tests use Cohen's  $h$ .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the  $t$ -tests. Values differ from  $N$ s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent  $t$ -tests or  $z$ -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses  $z$ -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

### Key to symbols:



**Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

**Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

**Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.



**Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.